CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is a very essential and significant aspect of any pinpointed and scientifically sound research project. The importance of this aspect may be realized from the fact that the relevant literature, if properly reviewed, helps the researcher not only in broadening his outlook by providing him up-to-date knowledge of result established, the method adopted and the relevance of the use of particular types of tools used by earlier researchers but it also helps him to decide and choose his own directions. One place to seek problems in education is in the research literature. This is not to suggest that one enters research literature blindly hoping that problem in education is in research literature. Rather, one can sharpen the problem by a careful scrutiny of the related research. Hence keeping in view that important of related literature it has been tried to trace and obtain the relevant material through direct and indirect sources of information and an effort has been made to present studies that appear to have a direct or indirect bearing on the present study. The present study is aimed at exploring the relationship of career beliefs with independent variables of internet savviness, family environment, socio-economic status and career indecision. A few studies which have been a direct or indirect link with the present study and helped the investigator in arriving at conclusions and gaining certain directions are presented under the following sub heads:

2.1 Studies Related to Career Beliefs
2.2 Studies Related to Internet Savviness
2.3 Studies Related to Family Environment
2.4 Studies Related to Socio-Economic Status
2.5 Studies Related to Career Indecision
2.6 Studies Related to Career Beliefs and Internet Savviness
2.7 Studies Related to Career Beliefs and Family Environment
2.8 Studies Related to Career Beliefs and Socio-Economic Status
2.9 Studies Related to Career Beliefs and Career Indecision

2.1 STUDIES RELATED TO CAREER BELIEFS

Luzzo, James and Luna (1996) evaluated the efficacy of attributional retraining on the career beliefs of college students. They found that participants who received attributional
retraining exhibited significant changes in career beliefs and attributional style and engaged in significantly more vigorous career exploration behaviour. The participants who received attributional retraining developed stronger beliefs that decision are within their control and that career decisions are caused by internal factors.

Stone (1996) examined differences in the career beliefs and self-efficacy levels of older and younger women working in traditional and non-traditional careers as measured by the Career Beliefs Inventory and the General Self-Efficacy Scale. Although few differences were found, the findings suggest that some differences may exist in the career beliefs of older women who are employed in non-traditional and traditional careers and that self-efficacy levels may be related to some career beliefs. Also, it appears that some demographic variables may account for some of the variance in career beliefs and self-efficacy levels of working women.

Schnorr (1998) found that several career beliefs of career program participants at-risk of dropping out of school had statistically significant relationships with the career maturity of this sample. Linear relationships were also found between participation in a vocational course related to students' preferred occupation and their knowledge of their preferred occupation. Additionally, length of time in an integrated academic and career program, and years in an English Transition program, positively correlated with the career maturity of this population. Interactive and main effects of gender and length of time in an integrated career and academic program on career maturity were also observed.

Cronen (1999) found that occupations described in stereotypically masculine terms were hypothesized to have a negative effect on women's career beliefs; this effect was proposed to be qualified, however, by individual differences in gender identity. The effect of sex composition on career beliefs was hypothesized to operate indirectly, through perceived gender discrimination. These predictions were not supported; in fact, male-dominated occupations were associated with greater occupational self-efficacy and interest in an occupation than female-dominated occupations. However, several higher order interactions partially supported the hypotheses, and demonstrate the complicated nature of the effects of gender identity and gender-related information.

Schnorr and Ware (2001) examined the relationship between the career beliefs and the career maturity of academically at-risk students. Several career beliefs were significantly related to the career maturity of the sample in this study such as the belief that obstacles can
be overcome and college/occupation variation. The career beliefs construct appeared to clarify the role that social experiences played on the career maturity of the sample in this study. Career beliefs about overcoming obstacles and peer equality, and the duration of their participation in various social experiences provided in a career program were related to career maturity.

Roll (2002) explored the role of career beliefs reported by undergraduates involved in the career decision-making process through examining negative career thinking, career decision self-efficacy. This investigation found undergraduates involved in the career decision-making process to have moderately high levels of negative career thinking as well as moderate levels of career decision self-efficacy. The majority of this sample was identified as non perfectionists, however, of those identified as perfectionists the majority were considered maladaptive as opposed to adaptive. Adaptive perfectionists were found to have significantly greater positive beliefs, indicated by lower negative career thinking and higher career decision self-efficacy, than the non perfectionists. These results confirm the importance of examining career beliefs in undergraduates' career decision-making process. The findings emphasize the importance for career counsellors to identify both the negative and positive beliefs involved in the process, as well as to consider the role of perfectionism in career development and multi dimensions of perfectionism.

Mahadevan (2002) explore the relationship(s) between acculturation and the career beliefs of international students. Data was collected at a university in Central Texas from 341 international students [Indians (N = 120), Chinese (N = 102), Korean (N = 119)]. The Indian student sample was comprised of 63 males and 57 females, the Chinese group consisted of 61 males and 41 females and the Korean sample was made up of 67 males and 52 females. Overall, low reliabilities were found for the adapted SL-ASIA when used with the sample. Modest reliabilities were also found for the CBI scales. Unclear factor solutions emerged for both instruments based on the data from each of the samples. A low correlation was found between acculturation levels and career beliefs of the Indian, Chinese, and Korean students. Gender was not an influencing or moderating variable in this relationship.

Liu (2003) explored the relationships between career resilience and career beliefs among employees in Taiwan. Career resilience scores were negatively correlated with the total career beliefs scores, which indicated that participants who were higher on career
resilience tended to possess fewer irrational career beliefs. Career resilience scores were positively correlated with the belief that one should find the best-fit career and that work is very important in one’s life. The results of ANOVA showed that gender, education, type of institution, recent participation in training/educational activities, and supervisory experience yielded statistically significant main effects in career resilience scores. Additionally, there was a significant interaction effect on career resilience for gender by education. MANOVA results showed that gender, age, educational levels, types of institutions, supervisory experience, career change, and recent participation in training activities yielded statistically significant differences among career beliefs.

Painter (2003) indicated that the Adult Attention Deficit Disorders Scale (A-ADDES) did significantly predict dysfunctional career thoughts. The Combined construct of the A-ADDES also significantly predicted job satisfaction with higher degrees of ADHD indicating lower levels of job satisfaction. The Combined and Inattentive constructs of the A-ADDES both significantly predicted Intrinsic and Extrinsic job satisfaction. Lastly, contrary to the preponderance of males in the general population, there are no significant gender differences among the variables assessing the three subtypes of ADHD in this study.

Baird’s (2006) study on career beliefs of women found, women with less ambitious career goals and more traditional beliefs regarding gender roles complete fewer years of education, which in turn affects their employment.

Turner and Ziebel (2011) explored the career beliefs of inner-city adolescents (N = 97). Results identified six types of beliefs: success is related to effort, job satisfaction, interest and liking, flexibility/adaptability, achievement and persistence, and tolerance of uncertainty. A majority of these young people believed that their success was not related to their efforts and had beliefs inconsistent with flexibility/adaptability.

Dimakakou, Argyropoulou, Drosos and Terzaki (2012) investigates Greek and non-Greek Vocational Education students’ career beliefs. The sample consists of 238 students who attend Greek Secondary Vocational Education schools in the region of Attica. The study also investigates whether various demographic variables (e.g. gender, immigrant status, parents’ educational level) differentiate these beliefs. The results revealed statistically significant relationships between the level of career beliefs and gender and immigrant status.
Sangma and Arulmani (2013) explored the career preparation status, career belief patterns, and academic achievement motivation level of high school students in rural and urban areas. The sample comprised a total of 492 boys and girls. The findings show that high school students in this region of Meghalaya obtained the lowest scores as per the norms of the scales used to assess these constructs. Possible underlying reasons for this level of performance are discussed and an attempt is made to articulate factors that could influence the career development of high school students in this region.

Ozkamali, Cesuroglu, Hamamci, Buga and Cekic (2014) examine the relationships among vocational maturity and irrational career beliefs. A total of 351 high school students participated in the study. The Vocational Maturity Scale and Irrational Career Beliefs Scale were used to collect data. Regression analysis, Pearson Moment Correlations and t test were used to analyze the data. The results showed that vocational maturity has negative and moderate level correlation with irrational career beliefs. Regression analysis indicated that the gender and irrational career beliefs were found the most significant predictors of vocational maturity. It was also found that irrational career beliefs accounted for 12% of total variances of vocational maturity, but there were no significant gender differences on vocational maturity.

The above written studies showed the relationship of career beliefs with other factors. Attributional retraining exhibited significant changes in career beliefs (Luzzo, James and Luna, 1996); career beliefs of career program participants at-risk of dropping out of school had statistically significant relationships with the career maturity (Schnorr, 1998); low correlation was found between acculturation levels and career beliefs of the Indian, Chinese, and Korean students (Mahadevan, 2002); Career resilience scores were negatively correlated with the total career beliefs scores (Liu 2003); there is significant relationships between the level of career beliefs and gender and immigrant status (Dimakakou, Argyropoulou, Drosos and Terzaki 2012); irrational career beliefs accounted for 12% of total variances of vocational maturity (Ozkamali, Cesuroglu, Hamamci, Buga, & Cekic, 2014).

### 2.2 STUDIES RELATED TO INTERNET SAVVINESS

Chandler-Olcott and Mahar (2001) conducted a case study on 2 twelve year old girls. Researcher found four main results. First, social relationships online, more so than at home or
at school, proved crucial in both girls’ increasing proficiency with using a range of digital technologies (e.g., web TV, scanners and image manipulation, HTML coding). Second, both girls developed over time from silent participants, to novices, to active participants and even experts in their animé fan practices online, and each was supported and guided in this development by a particular online community of practice. Third, gender played a significant role in how each girl presented herself online, albeit in different ways. Lower socioeconomic status limited one participant’s internet access to WebTV, while at the same time this access did enable her to locate online tutorials and interested others to help her with her webpage development skills. The middle class student’s family only accessed the internet via a dial-up service, which limited some of this student’s multimedia multitasking activity. Fourth, both girls found their online design work (either in the form of building animé-inspired websites, or participating in and contributing to an animé drawing group) to be purposeful and meaningful, with one of the two girls a significantly more self-directed, engaged and focused learner online than she was at school.

Pew Internet and American Life Project (2002) shows that three in five children under the age of 18 and more than 78% of children between the ages of 12 and 17 go online. Internet-savvy students rely on the Internet to help them do their schoolwork—and for good reason. Internet-savvy students describe dozens of different education-related uses of the Internet. Virtually all use the Internet to do research to help them write papers or complete class work or homework assignments. Most students also correspond with other online classmates about school projects and upcoming tests and quizzes. Most share tips about favourite web sites and pass along information about homework shortcuts and sites that are especially rich in content that fit their assignments. They also frequent Web sites pointed out to them by teachers some of which had even been set up specifically for a particular school or class. They communicate with online teachers or tutors. They participate in online study groups. They even take online classes and develop Web sites or online educational experiences for use by others.

Reid and Chen (2007) study provides a hyperlink and content analysis of 44 U.S. domestic and 40 Middle Eastern extremist groups’ websites to analyze their use of computer-mediated communication (CMC) to support collective identity and mobilization. The findings contrast Middle Eastern extremist groups’ use of the Internet to develop virtual communities and support their virtual command/control operations with the U.S. domestic groups’ focus on communication and ideological indoctrination. Finally, the results suggest that the usages
of CMC are underpinned by the geographical reach of extremist groups’ campaign as well as their strategic goals, ideologies, needs, and political legitimacy, driving the various groups to use CMC in a distinctive manner.

Small, Moody, Siddarth and Bookheimer (2009) found that the text reading task activated brain regions controlling language, reading, memory, and visual abilities, including left inferior frontal, temporal, posterior cingulate, parietal, and occipital regions, and both the magnitude and the extent of brain activation were similar in the Net Naive and Net Savvy groups. During the Internet search task, the Net Naive group showed an activation pattern similar to that of their text reading task, whereas the Net Savvy group demonstrated significant increases in signal intensity in additional regions controlling decision making, complex reasoning, and vision, including the frontal pole, anterior temporal region, anterior and posterior cingulate, and hippocampus. Internet searching was associated with a more than twofold increase in the extent of activation in the major regional clusters in the Net Savvy group compared with the Net Naive group.

Geyer (2012) investigated the construct of Internet-Savviness (IS) exhibited by undergraduate Iraqi students at a four-year university in Iraq. The instrument was re-evaluated and modified slightly to accommodate the new population of Iraqi undergraduate students. A subset of the results showed that although there were significant differences between males and females regarding internet self-efficacy and self-report assessments of their own expertise in using the Internet, females’ overall scores on the Internet-Savviness scale was comparable to males.

Stordy (2012) explores information management undergraduates’ and their teachers’ perceptions of being Internet literate, of Internet literacy and their Internet-related practices, with the aim of identifying implications for information departments’ pedagogy and curriculum. Study concludes that undergraduates’ Internet literacy’s, coupled with their perception of their own Internet-related abilities and how they became Internet literate, are potentially at odds with academics’ understandings of undergraduates’ Internet literacy’s and their role in facilitating students’ Internet literacy’s. This study suggests that unless this divide is bridged, the effective development of undergraduates’ Internet literacy’s within many information schools and departments may be hindered.

The above written studies showed the relationship of internet savviness with other factors. Internet-savvy students rely on the Internet to help them do their schoolwork (Pew


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Internet and American Life Project 2002); Middle Eastern extremist groups’ use of the Internet to develop virtual communities and support their virtual command/control operations with the U.S. domestic groups’ focus on communication and ideological indoctrination (Reid and Chen 2007); Net Savvy group demonstrated significant increases in signal intensity in additional regions controlling decision making, complex reasoning, and vision, including the frontal pole, anterior temporal region, anterior and posterior cingulate, and hippocampus (Small, Moody, Siddarth and Bookheimer 2009); there is significant differences between males and females regarding Internet self-efficacy and self-report assessments of their own expertise in using the internet (Geyer 2012).

2.3 STUDIES RELATED TO FAMILY ENVIRONMENT

Hargrove, Inman and Crane (2005) examine how perceptions of family interaction patterns as defined along three dimensions of family environment (quality of family relationships, family goal-orientations, and degree of organization and control within the family system) predict vocational identity and career planning attitudes among male and female adolescents living at home. One hundred twenty three high school students completed measures of family environment, vocational identity, and career planning attitudes. Analyses revealed that the quality of family relationships (i.e., degree to which family members are encouraged to express feelings and problems) played a small, yet significant role in predicting career planning attitudes of adolescents.

Mohanraj and Latha (2005) investigate the relationship between family environment, the home adjustment and academic achievement in adolescents. Family environment appeared to influence home adjustment as well as academic performance. The majority of the sample perceived their family as cohesive, organized, achievement oriented and emphasizing on moral – religious issue with minimal conflict. Cohesion, conflict, control, intellectual – cultural orientation and independence in the family environment influenced home adjustment. Academic performance was significantly related to independence and conflict domains of family environment. Boys and girls differed in perception of the home and environment.

Bergen (2006) found that different aspects of the family influence diverse factors of career development and future aspirations. The achievement orientation of the family was predictive of career salience and extrinsic aspirations. Conflict with mothers was predictive of career salience, yet support and depth in the relationship with mothers and low amounts of conflict in the relationship with fathers were predictive of career maturity. High career
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Salience was also predictive of career maturity. The hypothesis that factors play a mediating role between the family and career development variables was not supported.

Lopeza, Pereza, Ochoab and Ruiza (2008) examined the influence of family and classroom environments on the development of particular individual characteristics, including level of empathy, attitude to institutional authority and perceived social reputation, and the role these characteristics may in turn play in school aggression. Results obtained confirmed the associations expected among the variables considered in the structural equations tested and pointed out different paths for boys and girls. Overall, our findings suggested that a positive family environment seems to be a stronger protective factor for girls in the development of problems of behaviour at school, whereas for boys this is the case for a positive classroom environment. This model accounted for 40% of the variance in aggression at school for boys and 35% for girls.

Kauts and Kaur (2011) studied the impact of family structure, family environment and technology exposure on the behaviour of children at pre primary stage. 400 students from four schools of Jalandhar city (India) were selected on the basis of their family structure, reputation and socio-economic status as the sample for the study. The findings of the study reveal that children living in joint families show better behaviour and have less behavioural problems than children living in nuclear families. Child behaviour is better in families with good family environment than in families with poor family environment. The behaviour of children is better in families with less than 2 hours of technological exposure than in family with more than 2 hours of technological exposure. Children belonging to joint family and poor family environments and who were more exposed to technology were found to have more problems than children belonging to good family environment with less exposure to technology in joint as well as nuclear families.

Deepshikha and Bhanot (2011) assess family environment of adolescent girls and its impact on their socio-emotional adjustment. One hundred adolescent girls of age group between 17-18 years comprised the sample of the study. Family Environment Scale (FES) and Adjustment Inventory for School Students (AISS) were administered. Data was analyzed in terms of percentage and multiple regression analysis. The statistical analysis revealed that all the eight family environment factors, viz. cohesion, expressiveness conflict, acceptance and caring, independence, active-recreational orientation, organization and control together showed significant role in socio-emotional and educational adjustment of adolescent girls.
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Ijaz (2012) investigate the relationship between family environment and social adjustment among early adolescents. Sample was drawn by non probability purposive sampling technique. The sample for this research consisted of 100 adolescents and it was selected from private schools of the city Lahore. Pearson product moment correlation and independent sample t-test were used for analysis while descriptive analysis was used for demographical data. The findings of this research showed that there is a significant relationship between social adjustment and family environment among early adolescent and there is insignificant gender differences among adjustment of adolescents.

Kaur (2013) examine 240 defence officers’ families to understand parent adolescent perception of family environment and to find out differences in their perception if any. Results of the present study indicate that despite several service related stressors, defence adolescents and their parents in all the three wings of services have a favorable perception of their family environment. There are no significant inter services differences in the perception of majority of the dimensions of family environment. Both parents and adolescents in the defence families perceive the dimensions of Expressiveness and cohesion high and extremely high, Competitive framework, moral orientation and organization high average and Independence and recreational orientation average. Significant difference in perception exists only in dimensions of moral orientation and competitive framework, with perception of adolescents being better than that of their parents.

Badola (2013) compare the home climate and school environment of senior secondary school students in relation to their career decision maturity. It also tries to reveal the effect of home and school environment of secondary student on their career decision maturity. For this purpose, a sample of 800 senior secondary students was selected randomly. Sampling was done in terms of high, middle and low career decision maturity technique. The analysis of data revealed that the dimensions of home climate namely-control, protectiveness, social isolation, deprivation of privileges and rejection differ significantly on their career decision maturity where as the effect of school environment dimension namely-only rejection differed significantly of senior secondary students on their career decision maturity.

Sharma (2014) Correlation analysis showed that career decidedness was significantly and positively correlated with cohesion, expressiveness, independence and recreational orientation dimensions of family environment. Career indecision was significantly and negatively correlated with cohesion, expressiveness, independence, organization and recreational orientation dimensions of family environment. No significant gender difference
was observed on the variables of career decision-making (career decidedness and career indecision). Boys and girls significantly differed only on organization dimension except all other dimensions of family environment. Regression analysis showed that cohesion and expressiveness dimensions of family environment contributed to career decidedness independently as well as conjointly. This indicated that adolescents having families high on cohesion and expressiveness were high on career decidedness. In case of career indecision, the predictors were expressiveness, organization and independence which contributed to career indecision independently as well as conjointly. This demonstrated that adolescents having families high on expressiveness, organization and independence were low on career indecision. Results of the present study demonstrated that congenial family environment is necessary for the overall development of adolescents.

Lal (2014) found that there is no difference in the adjustment of high and low acceptance female students. High and low acceptance male students also don’t differ significant in their adjustment. So it can be concluded that high and low acceptance of students do not affect adjustment of the students. There is no difference in the adjustment of high acceptance male and high acceptance female students. It is also found that there is no difference in the adjustment of low acceptance male and low accepted male students. So it can be concluded that adjustment is not affected by acceptance of the students. There is no difference in the adjustment of high and low concentrated female students. High and low concentrated male students also don’t differ significant in their adjustment. So it can be concluded that high and low concentrated of students do not affect adjustment of the students. There is difference in the adjustment of high avoidance female and low avoidance female students. There is difference in the adjustment of high avoidance male and low avoidance male students. It can be concluded that high and low avoidance students affect in adjustment. In short, we can conclude that male and female of avoidance are more adjusted then other groups (acceptance and concentrated).

Ramaprabou (2014) study the effect of family environment on adjustment patterns. For this 70 adolescents studying undergraduate programmes were randomly selected from the Arts and Science Colleges of Puducherry. Analysis was done by using one way ANOVA. Findings of the study revealed that family environment has significant effect on the adjustment patterns of the students.
Sharma and Khan (2014) examined the relationship of depression with family environment among adolescents in Chandigarh. Correlation analysis showed that depression was found to be significantly and negatively correlated with cohesion, expressiveness, independence and recreational orientation dimensions of family environment. No significant gender difference was observed on the variable of depression. Regression analysis showed that expressiveness, cohesion and independence significantly contributed to depression independently as well as conjointly. This demonstrated that adolescents having families high on expressiveness, cohesion and independence exhibited lower level of depression. Results of the present study demonstrated that congenial family environment is necessary for the overall development of adolescents.

Sharma and Joshi (2015) examine the relationship between measures of parenting style and family environment with adjustment, and find out the predictors of adjustment (home, health, social & emotional). The data were analyzed by using Pearson’s Product Moment method of correlation, and Stepwise Regression analysis. The results revealed that (i) adjustment was found to be significant negative relationship with Cohesion, Intellectual Cultural Orientation, Achievement Orientation, Moral Religious Emphasis, organization, whereas positive significant association was found between adjustment and Conflict. (ii) overall adjustment was found to be significant negative correlation with authoritarian parenting style whereas positive association was found between adjustment and authoritative parenting. (iii) Stepwise regression analysis found three predictors of home adjustment i.e., Organization, Expressiveness & conflict whereas Moral Religious Emphasis identified as a predictor of health & social adjustment. Regression analyses revealed that expressiveness and Conflict significantly predict emotional adjustment among male adolescents whereas authoritarian parenting style identified as a predictor of overall adjustment among male adolescents.

The above written studies showed the relationship of family environment with other factors. Quality of family relationships played a small, yet significant role in predicting career planning attitudes of adolescents (Hargrove, Inman and Crane, 2005; Badola, 2013; Sharma, 2014); Academic performance was significantly related to independence and conflict domains of family environment. Boys and girls differed in perception of the home and environment (Mohanraj and Latha, 2005); positive family environment seems to be a stronger protective factor for girls in the development of problems of behavior at school (Lopez...
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Pereza, Ochoab and Ruiza, 2008); all the eight family environment factors showed significant role in socio-emotional and educational adjustment of adolescent girls (Deepshikha and Bhanot, 2011; Lal, 2014; Ramaprabou 2014); depression was found to be significantly and negatively correlated with cohesion, expressiveness, independence and recreational orientation dimensions of family environment (Sharma and Khan, 2014).

2.4 STUDIES RELATED TO SOCIO-ECONOMIC STATUS

Kutty, Thankappan, Kannan and Aravindan (1993) study the effect of socioeconomic factors on birth and death rates, a socioeconomic status rating (SES rating) was developed, taking into account such factors as income, education, housing conditions, and land ownership. Socioeconomic status was found to have a definite influence on birth and death rates, with higher socioeconomic status resulting in lower birth and death rates. This effect was independent of such confounding variables as age structure of the population, religion, and region. The higher risk of mortality among the poorer households can partly be explained by the material deprivation: the higher birth rates could be the result of poorer educational attainments.

Kerka (2000) have studied the influence of family on children’s career choice and development. Much of this research has demonstrated links between career development and such factors as socio-economic status, parent’s educational and occupational attainment and cultural background.

Leppel, Williams and Waldauer (2001) examine the effects of socioeconomic status and parental occupation on choice of college major, with special attention directed toward female and male differences. The study uses multinomial logit analysis and data from the National Center for Education Statistics (NCES) 1990 Survey of Beginning Postsecondary Students (BPS). Having a father in a professional or executive occupation has a larger effect on female students than does having a mother in a similar occupation. The opposite holds for males. Women from families with high socioeconomic status are less likely to major in business; the opposite holds for males. Students who believe that being very well off financially is very important are more likely to major in business than are other students.

Blustein, Diemer, Gallagher, Marshall, and Sirin (2002) shows that students of low SES are engaged in less deliberate career development activities, receive less guidance in school and from home regarding career.
Herr, Cramer and Niles (2004) argued that ‘socioeconomic status is comprehensively related to career choice. SES differences are associated with differences in information about work, work experience, and occupational stereotypes, which, in turn, affect vocational interests.

Ogunyemi (2006) determine the joint and relative effects of gender, socio-economic status and educational level on career maturity of secondary school students. The study was carried out in four randomly selected secondary schools in Ijebu North Local Government Area of Ogun State, Nigeria. The subjects for the study were 400 randomly selected students drawn from SSI, II and III the age range of the subjects is between 15 and 20 years with mean age and standard deviation 16.95 and 1.50 respectively, male = 122 and female= 278. Data were collected with a self-report Career Maturity Scale. Multiple regression procedure and t-test statistics were utilized to analyze data. Results indicated that the regression equation of career maturity using the three predictor variables was significant; the scores on socio-economic status were the best predictor of career maturity. On the basis of this finding, suggestions were made on the ways to enhance career development of secondary school students maturity.

Kaur, Mokha, Singh and Verma (2007) evaluate the effect of socio-economic status on the physical fitness and growth performance of menstruating girls. A total of 224 subjects were included for upper and 103 were for lower socio-economic group. The retrospective method was used for collecting the information regarding their menarcheal status. Upper SES girls run significantly faster than the lower SES girls in shuttle run and 50m dash. The upper socio-economic girls perform better and jump longer distance in standing broad jump than the lower SES group. Only in case of flexed arm hang the lower SES girls could perform this feat for a significantly longer duration than the upper SES counterparts. The upper SES girls are significantly taller and heavier than their lower SES counterparts. The upper SES girls have shown significantly greater thickness of (biceps, triceps, subscapular, suprailiac and calf) skinfolds. The upper SES girls have significantly greater amount of body fat than their lower SES counterparts who in turn have significantly greater amount of LBM. The BMI is significantly greater in upper SES girls than lower SES girls.

Ahmad, Dureja and Singh (2011) determine the social attitude and socio economic status between physical education students of Punjab and Jammu Kashmir states. “t” test was applied to determine the significance of difference and direction of difference in mean scores.
of variables between Punjab and Jammu Kashmir states. The level of significance was set at 0.05. The results revealed no significant difference between physical education students of Punjab and Jammu Kashmir states on the variable of social attitude. However, the results with regard to the variable socio economic status were found statistically insignificant between physical education students of Punjab and Jammu Kashmir states.

Huang and Hsieh (2011) investigate the contributions of socioeconomic status (SES) in predicting social cognitive career theory (SCCT) factors. Data were collected from 738 college students in Taiwan. The results of the partial least squares (PLS) analyses indicated that SES significantly predicted career decision self-efficacy (CDSE); however, the relationship between SES and career decision-making outcome expectations (CDMOE) was not significant. In addition, the findings revealed that CDSE had a direct effect as well as an indirect effect, via CDMOE, on career exploratory intentions.

Dwivedi (2011) analyze the demographic factors of farm women. The total sample of the study comprised of 100 farm women drawn purposively by proportionate random sampling method from four villages of Milkipur Block - a block is the unit of planning and development. It is an administrative means for taking the problems of rural people in a coordinated manner - of Faizabad District, Uttar Pradesh (INDIA). The demographic variables viz., age, education, caste, family type, family size, land holding, housing pattern, occupation, income and material possession were studied through a general information schedule. The profile analysis of farm women with respect to the demographic characteristics revealed that majority of farm women were old age, literate, belonged to backward caste, joint family, large family size, marginal(land holding), pacca house (made of bricks and cement), caste as main occupation and labour as subsidiary, medium income group and maximum belong to medium socio-economic-status.

Immanuel and Kenneth (2011) examine the influence of certain factors such as the ordinal position, socio-economic status, and the urban, rural area as factors affecting the adolescent’s choice in career. The research results acquired indicate that there is no difference in career choice between the first-born and the second born adolescents. It also shows that there is significant difference in the career choice among the lower income group and middle-income group adolescents. There also exists an observable difference in career choice among adolescents coming from the rural and urban areas. It can also be seen that there is a significant difference in career choice among adolescents from middle and higher secondary
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schools. Hence, it can be concluded that factors, such as ordinal position, economic status (income category) rural & urban areas, and the standard of class does influence the career choice of adolescents.

Erin (2011) indicate that the careers needs of low socio-economic status university students are different from other university students. Strategies that were reported to increase the effectiveness of career development for low socio-economic status university students included person-centered counseling skills; careers education across all courses to familiarize and normalize the careers planning process; avoidance of jargon or assumptions of implicit knowledge regarding university requirements; ensuring careers practitioners are aware of the experiences of students with low socio-economic status; up-to-date labor market information; and extending careers support to students for at least two years after the completion of their studies.

Bergeron, Chouinard and Janosz (2012) examined the teacher-student relationships and achievement motivation are predicting dropout intention equally for low and high socio-economic status students. Results showed that most predictors of dropout intention acted similarly for both SES. However, strong competence beliefs in mathematics predicted low dropout intention for students from high SES. Knowing that low SES students dropout more than others, our homogeneous predictors do not explain entirely the dropout phenomenon.

Fatima (2012) determines the mediating role of executive cognitive functioning in association of parent-child relationship and socioeconomic status with aggression. In analysis of the data, correlation coefficients revealed significant negative relationships of PCR and SES with aggression. Regression analysis however revealed that PCR and SES exert influence on aggression by way of executive cognitive functions. No significant "moderation effect" of adolescent gender and parent gender was found in association between parent-child relationship and aggression. As far as the best predictor is concerned symbolic punishment was found to be the best predictor of aggression in adolescence. The study highlights the importance of parent child relationships during sensitive and critical stage of adolescent development.

Joshi and Bajwa (2012) assess the intergenerational differences in attitude of rural women belonging to two different socio-economic strata (SES) (middle socio-economic status and low socio-economic status) towards female foeticide in Ludhiana district. The study was based upon the sample of 200 respondents belonging to Jat Sikh community drawn
equally from the two socio-economic levels (low socio-economic status=100 and middle socio-economic status=100). The respondents were distributed equally over the two generations at each SES level, the first comprising of mothers-in-law (n=50 for each SES group) and the second comprising of daughters-in-law (n=50 for each SES group). Data were collected through interview schedule. Results revealed that no significant difference was found in attitude of 1st generation (mothers-in-law) of both the socio-economic status. Similar results were observed for the 2nd generation (daughters-in-law) as well. No significant socio-economic difference was observed in the overall attitude of respondents towards female foeticide.

Ahmar and Anwar (2013) examined the effects of gender and socio-economic status on academic achievement of higher secondary school students of Lucknow city. The sample consists of 102 males and 98 females in age range of 15 to 19 from five higher secondary schools of Lucknow city Uttar Pradesh (India). Socio-economic status scale developed by R.L.Bharadwaj (2005) was used for data collection, while the total mark obtained by the students in the previous class i.e. standard X was used as an achievement criteria. Mean(M), Standard Deviation(S.D), Standard Error of the mean(S.E.M), t-test were used. This study shows that gender does not influence the achievement in science at higher secondary school (Standard -XI) level. Also the result of this study showed the difference between high and low socio-economic status groups. It is found that the academic achievement was influenced by the socio-economic status and those who belonged to high socio-economic status showed better performance.

Eshelman (2013) examined socioeconomic status (SES) and perceived social class as predictors of career adaptability and educational aspirations in a sample of American high school students. Data were analyzed using hierarchical multiple regressions. SES and perceived social class independently predicted educational aspirations and expectations, while SES independently predicted occupational aspirations and expectations. Expected correlations between CFI-R and CMI Form C scales were found, providing convergent validity evidence and supporting the use of the CFI-R with adolescents. This study represents a step toward developing empirically informed vocational interventions that take SES and social class into account.

Masthi, Gangaboraiah and Kulkarni (2013) conducted the study to compare the most commonly used SES in rural and urban setting. A total of 120 families were included in the
study. Among the 60 families surveyed at rural setting, it was observed that, majority 40 (67%) belonged to high class when the Standard of Living Index (SLI) scale was applied. Among the 60 families surveyed at urban setting, majority 30 (50%) belonged to high class when the SLI scale was applied. The SLI scale gives a more accurate and realistic picture of the SES of the family and hence should be the scale recommended for classification of SES in urban and rural setting

Gupta and Katoch (2013) examine the Socio- Economic status and the Academic Achievements of Tenth grade Students. The study was conducted on the 160 students of 8 Government Schools of District Kangra of Himachal Pradesh. For academic achievement, the marks of subject Mathematics of the students of matriculation has been taken. After analysis of the result, it was found that no Significant relationship between socio economic status and academic achievement among the Students of Tenth grade but there exist significant difference according to their areas among boys of grade Tenth. There exist no Significant Differences in Socio Economic Status among X grade Girls Belongs to Their Area.

Fields (2013) indicated that socioeconomic status and resilience are significant predictors of career decision self-efficacy. Study findings indicated that resilience moderated the socioeconomic status-career decision self-efficacy relationship. These results could encourage clinicians, school administrators, and community program developers to consider socioeconomic status and resilience relative to career-decision self-efficacy in services provided to a rural Appalachian adolescent population. Such application could positively impact change at the home, school, and community level and guide future research on vocational decision-making in rural Appalachian adolescents.

Singh (2014) explore the internal dynamics of this change process in its wholeness. It takes into account the ethnographic, social, economic, political, cultural and religious facets of the Rajput Sikh community of Doaba region. It places the community on a broader canvas of the history of greater Punjab, specifically during the British period, with a view to evaluating its role and contribution and exploring the aspects of social mobility, cultural renaissance and political awakening among its members. The Rajput Sikh community in Doaba region has experienced a rapid socio-economic change since pre and post-independence, with the onset of green revolution and implementation of economic reforms by the Government.
Dar (2014) studied the socio-economic condition of domestic women workers in Punjab. To fulfill the objective a sample of 160 domestic women workers collected from different areas of Sangrur district has been studied. The results have shown that the condition of domestic women workers is vulnerable in Punjab. The wage rate they get is very low compared to their marginal productivity. The reasons for their vulnerable condition are caste difference, unequal gender relations, poor economic background, irregular work, very little or no bargaining power, lack of credit facilities, drug addiction of their male partners, death of husband and lack of assets. Given the vulnerable status of domestic women workers of Punjab at home or at work, an increase in their wage rate is inevitable. But increased wage rate alone will not be enough. Their economic empowerment needs to go along with political empowerment, which could improve their bargaining power both at work and in home.

The above written studies showed the relationship of family environment with other factors. Low SES are engaged in less deliberate career development activities (Blustein et al., 2002; Herr, Cramer and Niles, 2004; Fields, 2013); socio-economic status were the best predictor of career maturity (Ogunyemi, 2006); socio-economic status affects the physical fitness and growth performance of menstruating girls (Kaur, Mokha, Singh & Verma, 2007); socio economic status were found statistically insignificant between physical education students (Ahmad, Dureja & Singh, 2011); SES significantly predicted career decision self-efficacy (Huang & Hsieh, 2011); significant difference in the career choice among the lower income group and middle-income group adolescents (Immanuel & Kenneth, 2011); careers needs of low socio-economic status university students are different from other university students (Erin, 2011); dropout intention acted similarly for both SES (Bergeron, Chouinard & Janosz, 2012); significant negative relationships of PCR and SES with aggression (Fatima, 2012); academic achievement was influenced by the socio-economic status and those who belonged to high socio-economic status showed better performance (Ahmar & Anwar, 2013; Gupta & Katoch, 2013).

2.5 STUDIES RELATED TO CAREER INDECISION

Stead, Watson and Foxcroft (1993) examined the relation between career indecision and irrational beliefs. One hundred and fifty-three black undergraduate students completed the Career Decision Scale (CDS) and two measures of irrational beliefs: the Idea Inventory
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(IINV) and the Career Myths Scale (CMS). The results indicated that the CDS was significantly related to the Self-Esteem Myths and Worry Myths components of the IINV, but not significantly related to the CMS components.

Santos and Coimbra (2000) analyzed the relationship between conflictual and emotional independence and two dimensions of career indecision: developmental indecision and generalized indecision. As a principal methodology of statistical analysis, a canonical correlation analysis, one for each gender, was used. There were no relationships between the two sets of variables. The results were interpreted in light of the fact that some subjects could be classified as foreclosure in terms of identity status.

Esters (2007) determine the level of career indecision of students enrolled in the College of Agriculture and Life Sciences at Iowa State University. The factors of interest in this study included: Identity Diffusion, Positive Choice Conflict, and Tentative Decision. A MANOVA indicated significant main effects for grade level for Tentative Decision. A significant interaction was also observed between gender and grade level for Positive Choice Conflict. Overall, students in this study indicated moderate levels of career indecision across the three factors. Given the levels of career indecision observed in this study, a need may exist to emphasize the integration of various career development activities across courses offered in the college. Implications for future research are discussed.

Nota, Ferrari, Solberg and Soresi (2007) studied to verify whether career search self-efficacy could mediate the relationship between family support and career indecision. Using a sample of 253 Italian youth, the study found that, for male adolescents attending a university-preparation high school, career search self efficacy partially mediated the relationship between family support and career indecision. Contrary to expectations, for female adolescents there was no direct relationship between family support and career indecision; however, family support was directly associated with career search self-efficacy and career search self efficacy was associated with career indecision.

Corkin, Arbona, Coleman and Ramirez (2008) purpose of this study was (a) to explore the factor structure of a Spanish version of the Career Decision Scale with Puerto Rican college students, (b) to examine the relation of trait anxiety to the identified dimensions of career indecision, and (c) to explore differences in anxiety and career indecision dimensions between career undecided students and subgroups of career decided students. Participants were 337 undergraduate students enrolled at a major private university
in Puerto Rico. An exploratory factor analysis with the items of the Spanish CDS yielded four factors similar to those identified with the original CDS. In addition, results indicated that the identified dimensions of career indecision were positively associated with anxiety and that college students who presented as career decided were a heterogeneous group. The findings suggested that the Spanish version of the CDS may be a valid instrument to assess antecedents of career indecision among Hispanic college students and that some college students who identify themselves as career decided may benefit from career counseling interventions.

Talib and Aun (2009) determine predictive factors of career indecision among Malaysian undergraduates. Data for this study were collected using a self-administered questionnaire. There were 1229 respondents who consisted of undergraduate students from four public universities. The multiple regression analysis indicated that female undergraduates with high academic achievement and low occupational information, and vocational identity were more unlikely to have decided on their career. An understanding of factors contributing to career indecision among university students will provide insights for educators and student personnel in improving the students’ career developmental process.

Kang (2009) revealed no significant gender differences among the predictor and outcome variables. The results of path analytic models indicated that intergenerational family conflict and vocational self-concept crystallization were predictors of career indecision whereas parental attachment was not a predictor of career indecision; vocational self-concept crystallization was not found to be a mediator in the relations of parental attachment and intergenerational family conflict to career indecision. Results also indicated that both path models with career indecision and vocational self-concept crystallization as mediators were comparable in fitting the data. The study shed light on a familial variable, intergenerational family conflict, which should be considered when conceptualizing Asian Americans’ vocational self-concept crystallization and career indecision. It also highlighted the complexity of the relationship between two interrelated constructs of vocational self-concept crystallization and career indecision.

Mojgan, Kadir and Soheil (2011) explore the relationship between state and trait anxiety with career indecision of Iranian undergraduate students. For this purpose, 150 undergraduate undecided students from 3 universities in Khozestan Iran, completed the career decision scale (CDS), and the State Trait Anxiety Inventory (STAI). Results of regression
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analysis showed that trait anxiety had a stronger impact on career indecision than did state anxiety. In addition, the relationship between anxiety components and career indecision was reported as positive.

Starica (2012) explore the contribution of career decision self-efficacy, locus of control, academic self-esteem, personality traits and parental support to the prediction of career indecision among adolescents. The career locus of control, academic self-esteem and neuroticism were significant predictors of career indecision.

Peng, Johanson and Chang (2012) investigates career indecision and levels of state anxiety among 647 returned international Chinese undergraduate students enrolled at 90 universities/colleges in Taiwan. The Chinese-language versions of the Career Decision Scale (CDS) and the State-Trait Anxiety Inventory (STAI) were administered; This study found that returned international Taiwanese undergraduate students scored high in career indecision on the Career Decision Scale, 37.10 in average of the career indecision score, and 8.76 in standard deviation. In addition, these subjects scored 45.94 in average of the state anxiety score, 9.09 in standard deviation. Results indicated that returned international Chinese undergraduate students in Taiwan are rarely free of state anxiety and career indecision. Moreover, it was discovered that career indecision could be predicted by whether or not students were interested in the subjects they had chosen to study and their current grade point averages, whereas levels of state anxiety could be predicted by whether or not students were interested in the subjects they had chosen to study and if they held part-time jobs during the semester in which the study took place. The results and implications for continuing research among participants of various cultural and linguistic backgrounds are discussed.

Walker and Peterson (2012) investigated the relationships among dysfunctional career thoughts and career indecision with respect to symptoms of depression. One-hundred fifty-eight college students enrolled in a career development course completed measures of dysfunctional career thoughts, an occupational alternative question, and a measure of depression symptoms. Results indicated that dysfunctional career thoughts and occupational indecision were related to depression symptoms, with decision-making confusion being the best predictor.

Oztemel (2013) examine whether high school student’s personal indecisiveness and state-trait anxiety can be used to predict their indecision with regards to their careers. This study also investigates the effects of other factors, such as gender, school type, grade level,
decision status and how much help they receive, on the career indecision of high school students. The study group consists of 319 students (197 female and 122 male) in high schools. Multiple Regression Analysis and t test were used to analyse the data. Together, exploratory indecisiveness scale scores and state anxiety scale scores accounted for a significant proportion of the variance (20%) of career indecision. Exploratory indecisiveness is shown to be the most powerful predictor of career indecision. It was found that career indecision scores and five sub-scale scores of the students varied significantly when decision status and school type were considered.

Mansor and Rashid (2013) compare several factors namely gender, academic achievement, working experiences and participation in career intervention programs on career indecision among students of one Malaysia premier skills training institution that offers various technical and vocational programs. The finding shows career indecision among students is at high level. Furthermore, it shows no difference between gender, academic achievement, working experiences and participation in career intervention programs on student’s career indecision.

Keller and Brown (2013) studied how maternal conflictual independence, paternal conflictual independence, attachment anxiety, and attachment avoidance influence the career decision status of Asian American undergraduate students (n = 113). The findings of the regression analysis indicated that high levels of attachment anxiety were related to high levels of career indecision. The variables of maternal and paternal conflictual independence as well as attachment avoidance were not significantly associated with participants' career indecision.

Parishani and Nilforooshan (2014) explore the relationship between career indecision and parenting styles, and all subscales of emotional intelligence and career decision making self-efficacy in high school adolescents. A total of 400 Iranian participants completed a battery of scales including Career indecision, Career decision making self-efficacy and Emotional Intelligence Questionnaire. Parenting styles scale was completed by subject's mother. Results showed that from individual (all subscales of Career decision making self-efficacy and Emotional Intelligence) and family factors(parenting styles), accurate self-appraisal, social skills, authoritarian style and goal selection are respectively significant determiners of career indecision (p<0.01). Therefore, the results showed that the parenting styles, decision making self-efficacy and the emotional intelligence have role in adolescent's career decision making about which both parents and counselors play an important role.
Jamali, Araqi and Kalantarkousheh (2015) investigate the factors related to students’ career indecision. Research findings show that dysfunctional career thoughts and procrastination are highly correlated with the students’ career indecision scores \((p < .01)\). Secondly, it was found that the dysfunctional career thoughts and procrastination could significantly predict the students’ career indecision scores \((p < .01)\). According to the results, if dysfunctional career thoughts and procrastination increases, career indecision in the student would increase.

The above written studies showed the relationship of career indecision with other factors. CDS was significantly related to the Self-Esteem Myths and Worry Myths (Stead, Watson and Foxcroft, 1993); male adolescents attending a university-preparation high school, career search self efficacy partially mediated the relationship between family support and career indecision (Nota, Ferrari, Solberg & Soresi, 2007); career indecision were positively associated with anxiety (Corkin, Arbona, Coleman & Ramirez, 2008; Mojgan, Kadir & Soheil, 2011; Peng, Johanson & Chang, 2012); parental attachment was not a predictor of career indecision (Kang, 2009); The career locus of control, academic self-esteem and neuroticism were significant predictors of career indecision (Starica, 2012); dysfunctional career thoughts and occupational indecision were related to depression symptoms, with decision-making confusion being the best predictor (Walker & Peterson, 2012); shows no difference between gender, academic achievement, working experiences and participation in career intervention programs on student’s career indecision (Mansor & Rashid, 2013); parenting styles, decision making self-efficacy and the emotional intelligence have role in adolescent’s career decision making (Parishani & Nilforooshan, 2014).

### 2.6 STUDIES RELATED TO CAREER BELIEFS AND INTERNET SAVVINESS

As the Internet becomes more commonly used in classrooms, opportunities to further explore career activities, tools, and people are more available. Recent studies have found that when web resources were introduced into the classroom, students interacted in more complex tasks, developed greater technical skills, and used more outside information (Hardin & Ziebarth, 1995; Owston, 1997; Rice, McBride, & John, 1998)

Kovalski and Horan (1999) studied effects of internet-based cognitive restructuring on irrational career beliefs of adolescent girls. The results pointed out that the variable of computer literacy contributed to the lack of significant pre-post differences. But subjects who were computer literate showed fewer self-stereotypical beliefs at the post-test than they did at the pre-test.
Web resources provided vast and easily accessible information and human resources that promoted exploration of and interaction with additional information resources. Adolescent may be able to develop more informed self-perceptions of working within a specific career while interacting with web resources, e.g., participating in exploration and feedback processes. These perceptions may in turn influence science career interest (Blustein, Pauling, DeMania & Faye, 1994).

Leena, Lintonen and Rimpela (2007) found that adolescents on their way towards higher educational levels in adulthood favored computers with internet. Computer availability has been associated with higher test scores in school and explores career opportunity, even after controlling for family income and social capital. Larger educational gains are achieved by children of higher socioeconomic families than of lower socioeconomic families. Self-confidence obtained by being a skilled internet user may also contribute to educational achievement, career choice and social status among peers. Encouraging children to use computers for educational purposes would represent a form of transmission of upper and middle-class values, so called cultural capital, which is a major factor in educational success. Consequently, ICT, as a necessary resource in the modern information society, might become a factor contributing to educational inequality and divide between young people.

Geyer (2009) examined ANOVA, MANOVA, and Regression analyses along with correlation and descriptive statistics analyses were applied to other variables of interest including Internet access speed, age, gender, frequency of Internet use, and type and location of access. Internet-savvy scores corresponded to self reports of Beginner, Intermediate and Advanced Internet users. Thirty-three percent of youth rated themselves as advanced users which align with previous research on Internet-savvy teens. Although females and males differed in Internet activities and scored below males on Internet-savviness, they closed the gap by age 12. Regarding gender, there were no statistical differences on dimension or total IS scores in this study. Doing something creative, exchanging images, access speed, age and access at home and at a friend's house were statistically significant predictors of IS scores. Effect sizes were reported. Narrative data was collected from the participants, analyzed and summarized as a way to identify central themes regarding Internet use in and outside of school and to triangulate on the multidimensional nature of Internet-savviness.

Alexander et al. (2010) conducted an extensive survey about career choice and associated motivational factors amongst new students, only some of whom intend to major in
computer-related courses, at two South African universities. The data were analyzed using some components of Social Cognitive Career Theory, namely external influences, self-efficacy beliefs and outcome expectations. The research suggests the need for new strategies for marketing computer-related courses and the avenues through which they are marketed. This can to some extent be achieved by studying strategies used by other (non-computer) university courses, and their professional bodies. However, there are also distinct differences, related to self-efficacy and career outcomes, between the computer majors and the "other" group and these need to be explored further in order to find strategies that work well for this group. It is not entirely clear what the underlying reasons are for these differences but it is noteworthy that the perceived importance of "Interest in the career field" when choosing a career remains very high for both groups of students.

Evans (2011) found that the Internet has made immediate access to information possible. Over 80 percent of American kids aged 12 to 17 use the Internet and over half of these kids log on daily. The Internet has made it possible for kids to discard their library card and conduct research from home. With access to worldwide information at their fingertips, it is easy for kids to become lazy with their research and take everything they read on the Internet as fact this affects their beliefs about various careers. This can be dangerous, as anyone can post misleading information on a blog or website. Parental controls are also important when children are conducting research on the Internet to ensure sources are safe.

Thus, studies linked internet savviness and usage of computers with career choice and influence on career interest of adolescents (Leena, Lintonen & Rimpela, 2007; Alexander et al., 2011; Evans, 2011; Geyer, 2008). But there is no study which shows any relationship between internet savviness and career beliefs of adolescents. Hence, lack of research concerning possible connection between internet savviness and career beliefs promoted the investigator for this research.

2.7 STUDIES RELATED TO CAREER BELIEFS AND FAMILY ENVIRONMENT

Holmes and Alexander (1996) investigated whether the family of origin is important in the formation of one's career beliefs. Central to the development of this topic was (Krumboltz's, 1983) social learning theory of career decision-making which theorizes that family environment is influential in one's career development and in the formation of career beliefs by means of social learning. The results showed two significant relationships: (1) a
negative relationship existed between the FES subscale for conflict and the CBI scale for whether individuals negotiate/search for the right job and (2) a positive relationship existed between the FES subscale for achievement orientation and the CBI scale for achievement. Additionally, to determine gender distinctions for the conflict and independence subscales of the FES, t-tests were performed. No gender distinctions existed for these dimensions.

Watts (1996) noted that Asians tend to have a stronger family and community orientation, with a preference for cooperative decision making and career beliefs. In contrast European-American orientations have been described to tend more toward individualism and competition.

Bhatnagar and Gupta (1999) found that career preferences and beliefs of middle class high school students are restricted to a handful of three to four careers, which they, their families and communities firmly believe are good careers.

Desai and Whiteside (2000) suggested that career beliefs about prestige and respectability play a powerful role amongst middle and higher SES families in India.

Arulmani, Laar and Easton (2003) found that the family environment that socially and economically disadvantaged young people are a part of and the role models they are exposed to often reflect failure experiences, with the bitter and defeatist attitudes of adults often being transmitted to the younger generation. Negative vicarious experiences such as these could contribute to lower levels of self-efficacy for career decision-making and strengthen the operation of negative career beliefs.

Career beliefs held by Asians tend to reflect stronger family and community orientations, with a preference for co-operative decision-making (Peng, 2004; Arulmani, 2000). In contrast, European-American orientations have been described to tend more toward individualism and competition (Lightbody, Nicholson, Siann & Walsh, 1997).

Nota, Ferrari, Solberg and Soresi (2007) found that family support influence both career self-efficacy beliefs and career decision making. The purpose of this study was to verify whether career search self-efficacy could mediate the relationship between family support and career indecision. Using a sample of 253 Italian youth, the study found that, for male adolescents attending a university-preparation high school, career search self efficacy partially mediated the relationship between family support and career indecision. Contrary to expectations, for female adolescents there was no direct relationship between family support
and career indecision; however, family support was directly associated with career search self-efficacy and career search self efficacy was associated with career indecision.

Sumari, Louis and Sin (2009) conducted research on a number of 274 college students from two private institutions and one public institution in Klang Valley. The study revealed that there is relationship between family interaction patterns and career beliefs although the relationship was weak. The study also showed that family interaction patterns contribute less than 10% of the variance in career decision making self efficacy.

Research studies offer contradictory and inconsistent conclusions in relationship between career beliefs and family environment. In certain studies significant relationship is found but in certain studies relationship is found only with one dimension of the family environment and with rest dimensions no relationship is observed (Holmes and Alexander; 1996; Nota, Ferrari, Solberg & Soresi, 2007). In Asia family environment plays more important role as compared to Europe (Watts, 1996; Bhatnagar & Gupta, 1999; Desai & Whiteside, 2000; Peng, 2004; Arulmani, 2000)). Very few studies have been found in the Indian context. Hence the investigator wants to explore the extent of influence of family environment on career beliefs of adolescents in the present study.

2.8 STUDIES RELATED TO CAREER BELIEFS AND SOCIO-ECONOMIC STATUS

Ojha (1996) examining beliefs pertaining to self-worth among low SES working children and school drop-outs found that their self-esteem and their confidence to express or even acknowledge their talents was low.

Arulmani and Nag-Arulmani (1996, 1998) gathered information from 12,568 Indian young people regarding the importance students place on choosing a career and activities related to career planning. The participants were divided into five SES groups. It was found that, middle classes placed the highest value on career planning, while both the lower and higher SES groups placed a relatively lower importance on career planning. More boys than girls rates Sciences at the highest level of interest. This trend persists across SES groups. A significantly large number of boys in the upper middle group clearly perceived that, their parents would expect them to take up Science courses. Arulmani also noted that, prestige hierarchy for subject choices is different for different classes: For the middle SES groups the prestige hierarchy for subject choices is Science, followed by Commerce, Vocational courses and Arts. For the low SES groups the hierarchy is Science with Vocational courses coming
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second. This is followed by Commerce with Arts coming last. For the high-income groups the prestige hierarchy is Science, followed by Commerce. Arts come next and Vocational courses are placed at the lowest level of prestige.

Chandra (1997) found that higher SES high school student’s career beliefs reflect a definite orientation to making long term plans and preparing proactively for the future. Lower SES groups tend to have a short term view and the content of their career beliefs does not seem to reflect systematic long term planning.

Career beliefs about prestige and respectability play a powerful role amongst middle and higher SES families in India (Desai and Whiteside, 2000). Lightbody, Nicholson, Siann and Walsh (1997) also found beliefs about the respectability of a career to have a stronger influence on Asian career choosers than those of British origin.

Arulmani, Van-Laar and Easton (2001) conducted study in India and examined the impact of socioeconomic factors and the variables of self-efficacy and career beliefs on the career planning orientation of 755 high school boys from disadvantaged backgrounds. The sample had four orientations to career planning, namely, the intention to begin working immediately, pursue college education, and enter vocational training and no career plans. The children of illiterate and unemployed parents exhibited the highest tendency to prematurely discontinue education and enter the world of work as unskilled laborers. A significant effect of parent employment on self-efficacy was found, indicating that respondents whose parents had full time employment had higher self efficacy scores than those whose parent were unemployed. It was also found that the children of illiterate and unemployed parents had a higher level of negative beliefs about career preparation.

Arulmani, Van-Laar and Easton (2003) conducted study which responds to current discussions in career psychology that emphasize the importance of understanding how socioeconomic backgrounds and social-cognitive environments influence career development. Located in India, this study examines the interaction between career beliefs and socioeconomic status within a sample of Indian high school students. Significant socioeconomic status differences were observed, with the lower SES groups showing higher levels of negative career beliefs. The relevance of these findings to career psychologists who work in multicultural contexts is discussed within the framework of the Social Cognitive Theories of Career Decision Making.
Kumar, Sajma, Esther and Arulmani (2004) found that all three types of career beliefs i.e. proficiency, persistence and control and self direction beliefs are affected by socioeconomic status.

Arulmani (2005) conducted field observations which pointed out the possibility that differences could exist between the career beliefs held by higher and lower SES groups. Beliefs held by the Lower SES Group in this sample reflected a lower emphasis on acquiring work skills proficiencies. They tended to drop out of formal education and showed a strong tendency to enter the world of work as unskilled laborers. The Lower SES group demonstrated a lower orientation to exercising control over the trajectory of their lives. Their responses reflected helplessness in the face of barriers to career development. Persistence toward career goals is lower and less consistent among lower SES groups. Their responses reflected a strong predisposition to sacrificing long term gains for more immediate gains in the here and now. The responses of higher SES groups on the other hand reflected a long term orientation to the future with evidence of planning, setting goals and preparing for the future.

Arulmani and Nag-Arulmani (2006) found that with Indian samples of high school students (age 15 to 16 years) indicate that characteristic differences could exist between the career beliefs of higher and lower socioeconomic status groups across belief themes.

Arulmani (2007) found that the performance of the sample on the Proficiency Beliefs Scale indicates that the lower SES group is likely to place a low value on obtaining the necessary skills and education to qualify for entering the world of work. As a result, it is possible that this group may prefer to enter the world of work as unskilled laborers. Performance on the Control and Self-Direction Beliefs Scale suggests that the beliefs held by the low SES Group reflect a lower orientation to exercising control and self-direction over their lives.

Arulmani (2010) suggested that that negativity in career beliefs decreased as SES increased. Where the maximum obtainable score on The Career Belief Patterns Scale- CBPS is 224, the low SES group recorded a mean score of 105.46 (SD 28.85) while the mean score of the upper-middle SES participants was 84.98 (SD 25.87). This difference was statistically significant and indicates that low SES participants have greater negativity in career beliefs in comparison to the upper-middle groups.
Thus, studies have linked career beliefs with socioeconomic status and provide evidence for the relationship between these variables. Middle classes placed the highest value on career planning, while both the lower and higher SES groups placed a relatively lower importance on career planning (Arulmani & Nag-Arulmani (1996, 1998); Career beliefs about prestige and respectability play a powerful role amongst middle and higher SES families in India (Desai & Whiteside, 2000); children of illiterate and unemployed parents had a higher level of negative beliefs about career preparation (Arulmani, Laar & Easton, 2001); all three types of career beliefs i.e. proficiency, persistence and control and self direction beliefs are affected by socioeconomic status (Arulmani, Laar & Easton, 2003); negativity in career beliefs decreased as SES increased (Arulmani, 2010). But no studies have worked in north part of India. Most of the studies are conducted in south part of India. Hence, lack of research concerning a possible connection between socioeconomic status and career beliefs prompted the investigator for this research.

2.9 STUDIES RELATED TO CAREER BELIEFS AND CAREER INDECISION

Jones and Elizabeth (1990) conducted the study which examined the characteristics of self reported career beliefs among community college students. 686 subjects were divided into “treatment groups” according to their levels of career decidedness and vocational identity based on their scores on the Occupational Alternatives Question (Zener & Scheulle, 1972) and the Vocational Identity Scale of My Vocational situation (Holland, Daiger & Power, 1980) respectively. Significant multivariate analysis of variance (MANOVA) effects were found for career decidedness, vocational identity, gender and for the interaction of vocational identity and gender. Subsequent univariate analysis of variance (ANOVA) indicated that subjects with low career decidedness were more likely to believe that external forces are responsible for their career decision making, and tended to be comfortable with their level of career indecision compared to person with moderate or high levels of career decidedness. Subjects with moderate career decidedness believed that college is necessary for a good job.

Lunney’s (1993) survey of Liberal Arts Graduates revealed that decided students demonstrated stronger career beliefs about hard work, in their abilities to overcome obstacles, and in their own control over outcomes. On the other hand, undecided students expressed more willingness to rely on expert advice, but were much less willing to consider career choice involving flexibility and to take risks.
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Mitchell’s (1993) investigation of adults considering midlife career changes found that negative career beliefs and perceived blocks hindered career exploration behavior. Her cognitive restructuring program, which assisted adults in exploring their beliefs and their perceived blocks, proved to have an impact on increasing career exploration behaviors.

Stead, Watson, Foxcroft (1993) results of the Career Decision Scale (CDS), Idea Inventory, and Career Myths Scale (CMS) completed by 153 black South African undergraduates showed that the CDS was significantly related to the Self-Esteem and Worry Myths of the Idea Inventory but not to the CMS. This could reflect the difference between general irrational beliefs and irrational career beliefs.

Enright (1994) examined the relationship between disability status, career beliefs and career indecision. An exploratory factor analysis was performed on the items of CBI. A three factor solution was selected. Pearson correlations were computed for each belief scale and each measure of career indecision. Significant correlations were found between the self doubting scale and both CDS score (r=.55, p<.001) and MVS scores (r= -.53, p< .001). Multiple regressions were subsequent conducted to access the influence of disability. For CDS scores, disability alone was found to be significant predictor of carer indecision ($R^2$ change = .02, $F_{(1,109)}= 4.38$, $p = .04$). For MVS scores, the influence disability alone was not significant, but its joint effect with the career beliefs proved to be significant indecision ($R^2$ change = .02, $F_{(1,105)}= 4.39$, $p = .04$).

Luzzo (1997) examined Mexican American undergraduate students, and found that participants who perceived more career barriers were less likely to believe they had control over the barriers, or that they were responsible for their own career decision-making processes. Students with more confidence had more adaptive career beliefs.

Career indecision has also demonstrated a significant relationship to negative career thoughts (Saunders, Peterson, Sampson & Reardon, 2000), self defeating beliefs (Sweeney & Shill, 1998), lower career decision-making self-efficacy beliefs (Taylor & Betz, 1983), irrational thinking (Enright, 1994; Stead, Graham & Foxcroft, 1993), and poor career beliefs (Enright, 1996).

Peng and Herr (2002) found that taking a career education course influences students’ career beliefs and career indecision. The findings also underscore the relevance of planning career education course content that reflects how the influence of gender and college year
status affect career beliefs and career indecision. Statistically significant changes in post-test scores on career beliefs were found, but only on three scales, for students taking career education courses as compared to the control group. More definitive findings occurred on career indecision where students taking career education courses demonstrated greater certainty and decreased indecision on post-test results, as measured by the Career Decision Scale, than did control group students. Career education did not make significant change in career beliefs but did affect career certainty and indecision.

Arulmani, Laar and Easton (2003) suggested that career beliefs seem to set the stage upon which career indecision occurs. Data from the study suggests that negative belief structures could act as barriers, preventing individuals from grasping life chances, taking control of their lives and improving their socioeconomic status.

Arulmani (2005) indicate that social cognitive variables in the form of strongly held beliefs about self, career preparation and the world of work combine with socioeconomic status (SES) to influence the career indecision process.

Cunha, Maria and Liliana (2009) conducted case study on an adolescent who had came for psychological counseling and wanted to obtain help for a career indecision problem. Assessment data indicated that career indecision problem causes the lack of self-awareness, the absence of knowledge about the career decision-making process, poor understanding of the academic and professional world and difficulties in the commitment with a plan of action. The client displays negative career beliefs, anxious thoughts about the future, unintentional and unsystematic exploratory behavior and career indecision. A psychological treatment program, composed by five sessions, was followed, in order to change the negative beliefs and to enhance the client exploration and commitment about the career. After the five treatment sessions, there was an increase in positive career exploration beliefs and behaviors, and a decrease in the anxiety levels related to the exploration and decision-making processes as well as a decline in the career indecision levels. Furthermore, one can conclude about the benefits of brief and structured psychological counseling in career decision-making.

Thus, studies have linked career indecision with career beliefs and provide evidence for the relationship between these variables. Decided students demonstrated stronger career beliefs about hard work, in their abilities to overcome obstacles, and in their own control over outcomes (Lunney’s, 1993); negative career beliefs and perceived blocks hindered career
Review of Related Literature

exploration behavior (Mitchell’s, 1993); disability alone was not significant, but its joint effect with the career beliefs proved to be significant indecision (Enright, 1994); Students with more confidence had more adaptive career beliefs (Luzzo, 1997); career beliefs seem to set the stage upon which career indecision occurs (Arulmani, Laar & Easton, 2003). But only two studies have been found in the Indian context. No latest research on career beliefs and career indecision was found by the researcher. Hence, lack of research concerning a possible connection between career indecision and career beliefs promoted the investigator for this research.